Supporting Trainers in the Design and Delivery of Quality Professional Development for Teachers of Students with Significant Cognitive Disabilities

Sarah Koebley
Meagan Karvonen
Lindsay Ruhter

ATLAS, University of Kansas

Heather Heineke
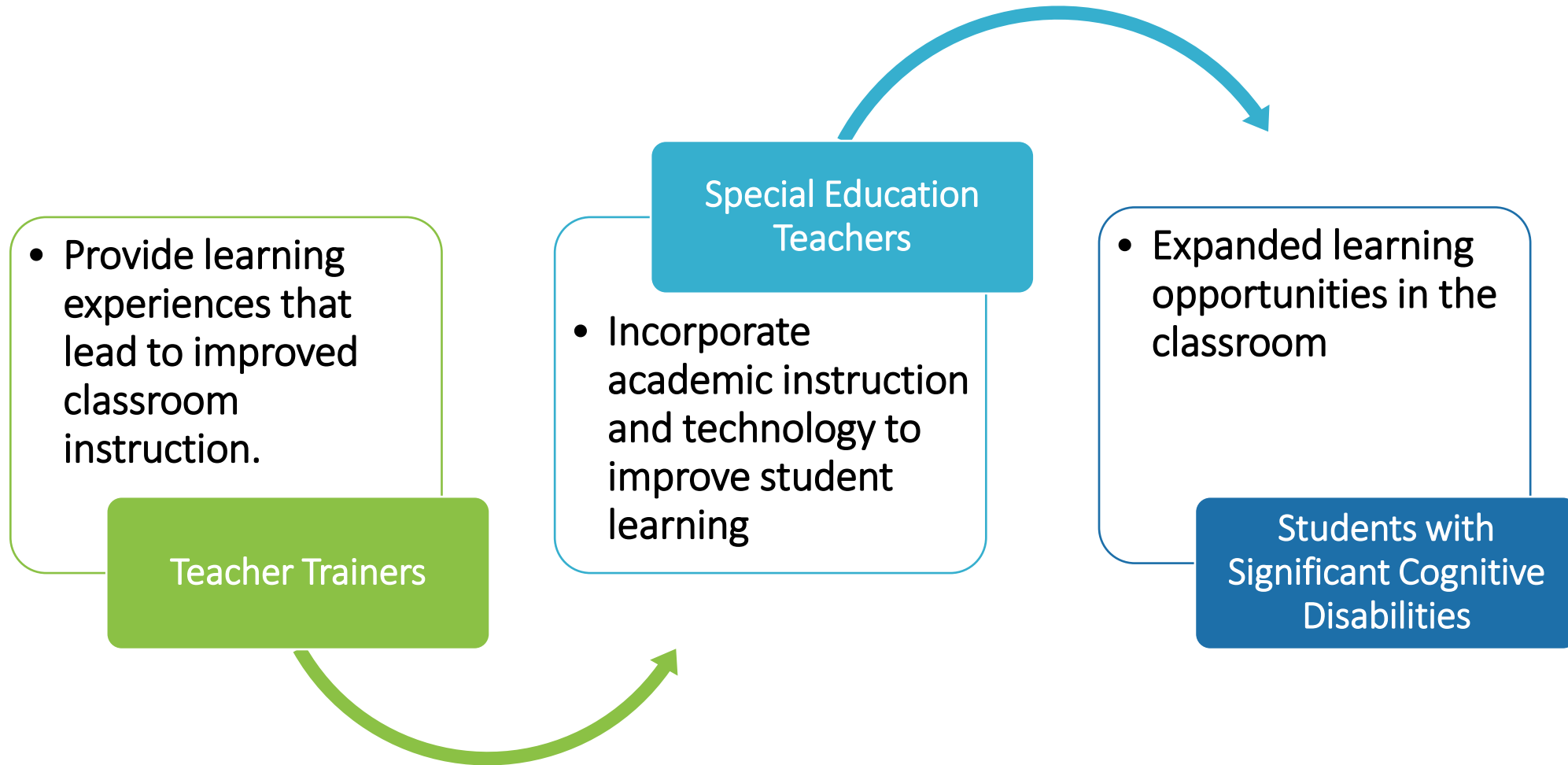
Rhode Island Department of Education

- SETTT will
  - improve trainers' design and delivery of professional development for teachers
  - so that teachers will design and deliver effective academic instruction for students with significant cognitive disabilities.

Council for Exceptional Children

SETTT focuses on:

- Provide learning experiences that lead to improved classroom instruction.

Teacher Trainers

Special Education Teachers

- Incorporate academic instruction and technology to improve student learning

- Expanded learning opportunities in the classroom

Students with Significant Cognitive Disabilities

SETTT

US DOE OSEP grant	• Supports PK-12 teacher learning through support of in-service trainers
5-year grant period	• Provides virtual professional development, coaching, and a COP for teacher trainers
Supports teacher trainers	• Will increase trainers' capacity to support remote learning environments incorporating UDL, specifically for students with significant cognitive disabilities
Three Partner States	• Rhode Island, Maryland, Iowa

SETTT for Success: ATLAS at University of Kansas

SETTT
FOR SUCCESS

Why this work matters

To meet higher expectations and pursue new postsecondary opportunities, students with significant cognitive disabilities are expected to learn more in academic subjects including:
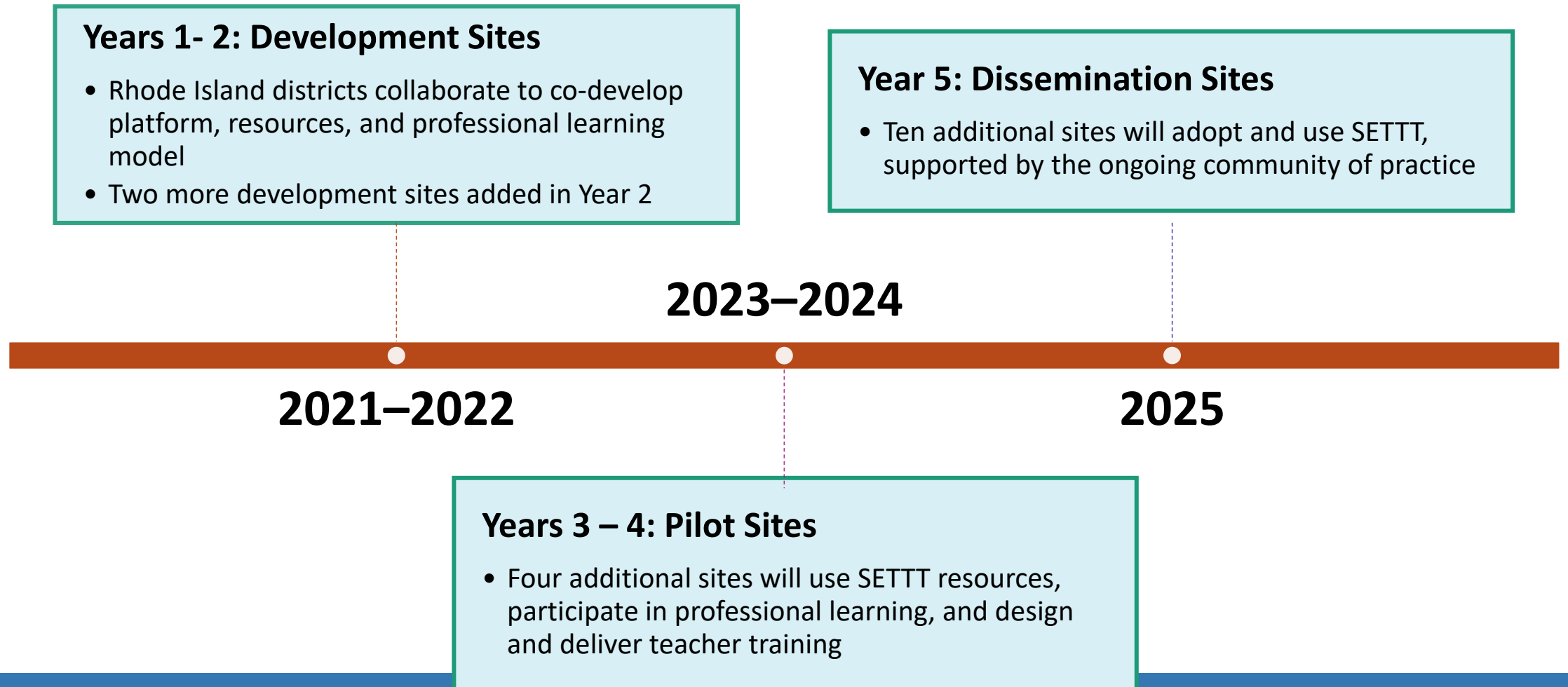
- Comprehensive literacy instruction
- Writing in which students generate, organize, and translate their ideas into a coherent text that can be understood by others
- Mathematics conceptual understanding
- Using multidimensional science standards.

Multidimensional approaches to academic instruction

- are comprehensive
- emphasize conceptual and procedural understanding and use

This project differentiates academic instruction from instruction that targets mastery of isolated skills.

SETTT FOR SUCCESS

Project Timeline

Years 1- 2: Development Sites

- Rhode Island districts collaborate to co-develop platform, resources, and professional learning model
- Two more development sites added in Year 2

Year 5: Dissemination Sites

- Ten additional sites will adopt and use SETTT, supported by the ongoing community of practice

2023–2024

2021–2022

2025

Years 3 – 4: Pilot Sites

- Four additional sites will use SETTT resources, participate in professional learning, and design and deliver teacher training

Rhode Island: Y1 Partnership

- RI Department of Education had already begun efforts to create a state-wide teacher network for special education educators

- State Lead chose SETTT development districts based on the training they were already doing with teachers around academic expectations for students with significant cognitive disabilities

- State Lead made sure to hold monthly meetings and assured flexibility for teacher/trainer participation

One Trainer's Story

- Needs to design and deliver professional development for teachers
- Focused on academic literacy instruction for students with significant cognitive disabilities
- She researches and decides to draw from:

Teaching Text Comprehension: Anchor-Read-Apply

Anchor Read Apply (with pauses)
The Little Red Hen

DYNAMIC LEARNING MAPS

Who will help? I will help. I will help load the dishwasher.

National Center on Accessible Educational Materials

Connecting Accessible Educational Materials (AEM) and Learning

MODULE | CHALLENGE | INITIAL THOUGHTS | PERSPECTIVES & RESOURCES | WRAP UP | ASSESSMENT

Challenge
Initial Thoughts
Perspectives & Resources
Wrap Up
Assessment

We want to hear from you. Please complete our brief Module Feedback Form.

SRSD:
Using Learning Strategies To Enhance Student Learning

This module features the Self-Regulated Strategy Development (SRSD) model, which outlines the six steps required to effectively implement any instructional strategy and emphasizes the time and effort required to do so (est. completion time: 1 hour).

1 Challenge 2 Initial Thoughts 3 Perspectives & Resources 4 Wrap Up 5 Assessment

Work through the sections of this module in the order presented in the STAR graphic above.

SETTT Trainer Profile

Personal/ Professional Considerations	Description
Top Priorities	"Wears many hats", juggles responsibility; communicates with many different audiences; Shares expertise, creates a culture for collaboration; acts as a "change agent"
Day in the Life	Has knowledge and authority, leads others in order to increase their teaching ability and agency; Manages a challenging schedule; plans PD that is responsive, flexible, and impactful; Finds the right resources; reflects regularly and refines his/her practice
Technology: Experience and Knowledge	Teaches using technology; keeping up with latest tech innovations for teaching; Becoming familiar with a wide range of assistive technologies required by students; Assuring accessibility for adult learners
Education and Experience	Advanced degree plus significant classroom teaching experience, many years of coaching or teacher leadership experience; Specialized specific student population knowledge

Have a great start to a new school year!

This year, it's been flying the plane while building it... thank you for literally helping us to build the SETTT "plane"!

https://youtu.be/S_dgWl83cTM

Building A Plane While Flying
34,507 views • Nov 2, 2015

👍 115   👎 5   SHARE   SAVE   ...

SETTT FOR SUCCESS

First T = Technology
SETTT Dashboard Development

Focus: Developing SETTT Dashboard Elements

Welcome to the SETTT Home Page^   Login and Register buttons

About SETTT | Resource Collection | Professional Learning | PD Planning and Implementation | Search

Types of Resources:
Activity
Assessment
Case Study
Interactive
Lesson Plan
Module
Reading
Unit of Study
Etc.

SETTT Learning Modules

Coaching

Community of Practice

SETTT FOR SUCCESS
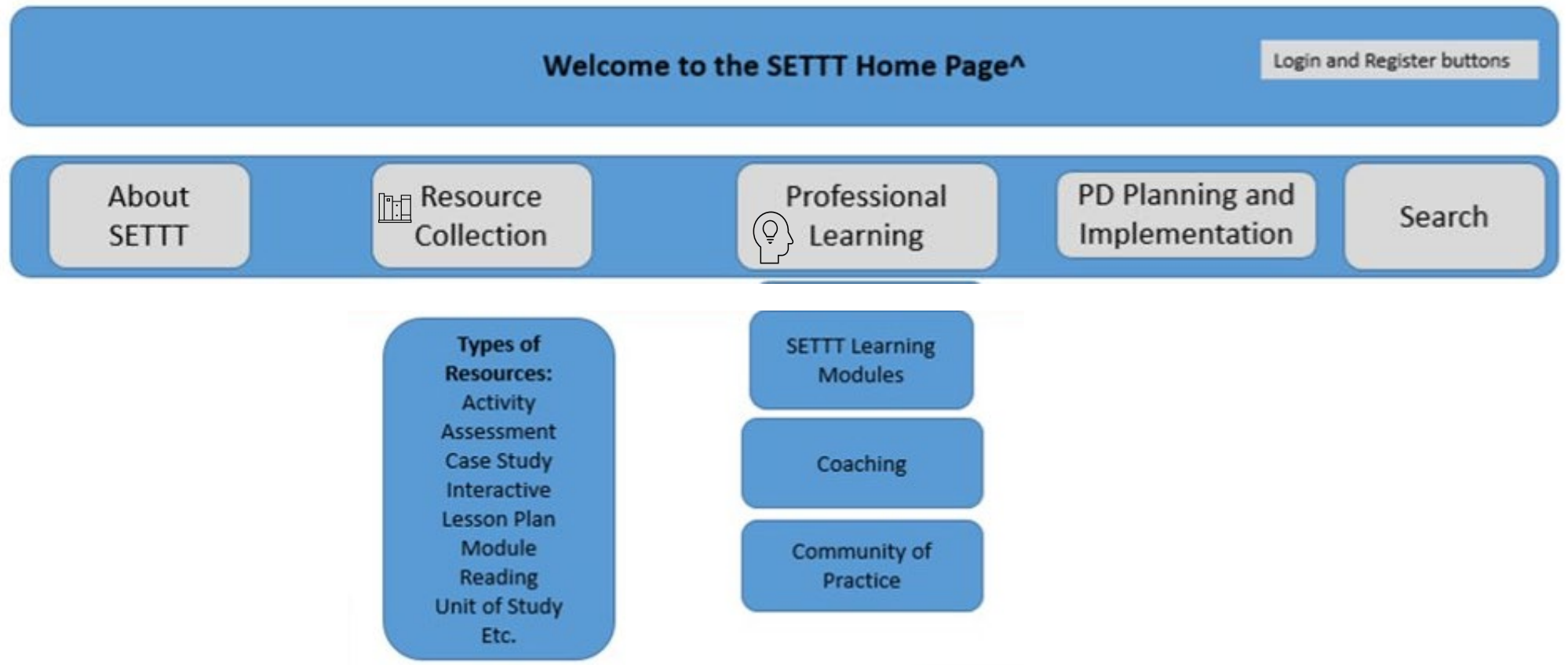
Resource Collection

- Curated collection of open educational resources (OERs)

- Chosen to support SETTT goals

- Will be used for trainer personal learning

- Will be used to assist in designing quality professional development for teachers

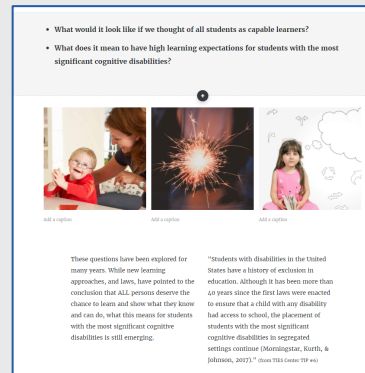Council for Exceptional Children

Trainer Professional Learning
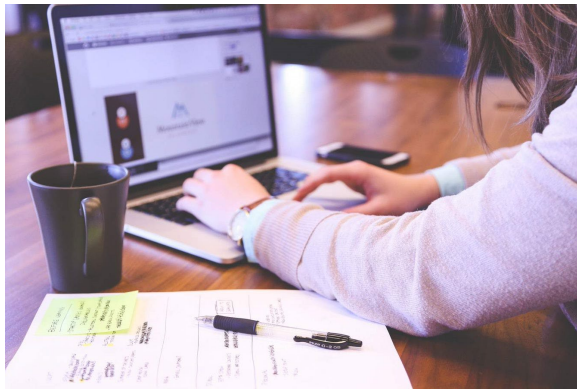
- Trainer learning modules created by SETTT content experts in response to trainer learning needs

- Includes flexibly-timed coaching sessions for trainers, based on their schedule and local training conditions

Professional Learning Modules

| Bundle 1	Bundle 2
Fundamentals: how students with significant cognitive disabilities learn	How to use SETTT PL Cycle for teacher learning

Go to XXXXX for a sample SETTT trainer learning module

Professional Development Planning

- Supports trainer planning and implementation of teacher professional development

- Includes guides and templates to assist trainers in planning, teaching, and evaluating
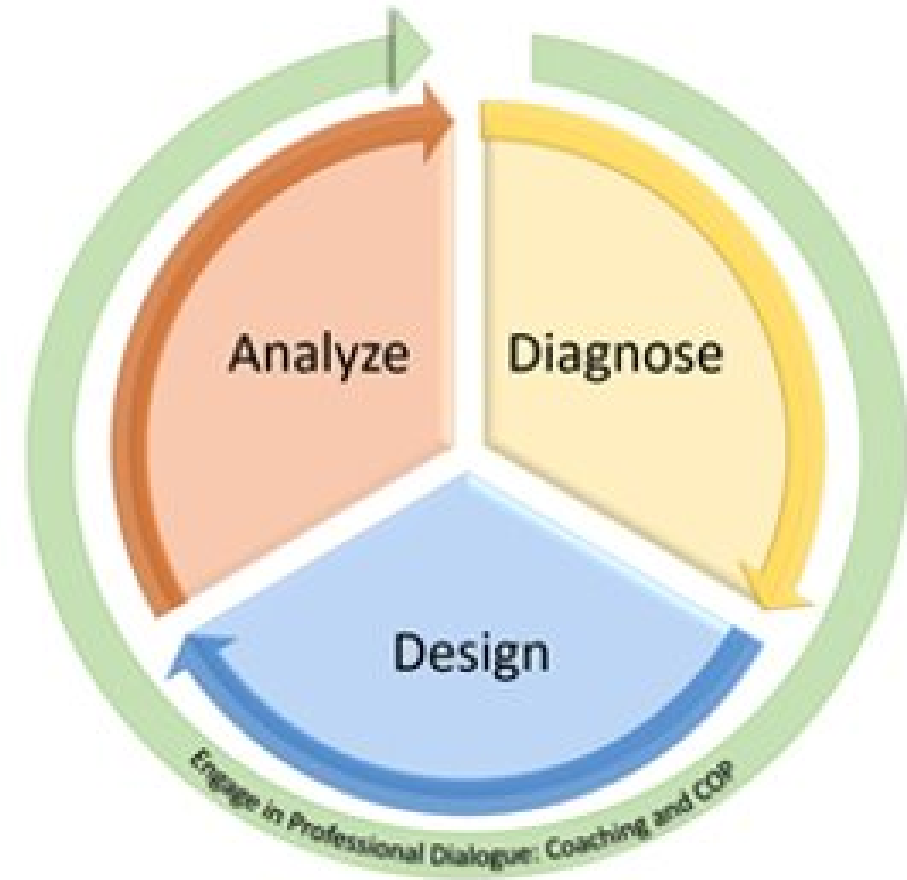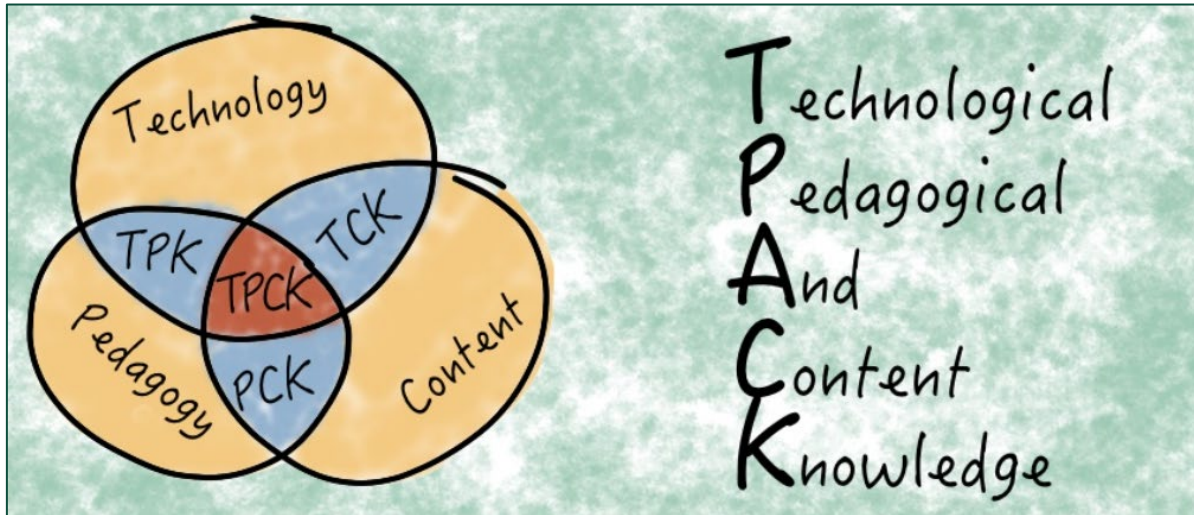
Community of Practice

- Trainers connect to share expertise

- Ask questions and maintain ongoing discussion threads

- Share use of resources and SETTT templates

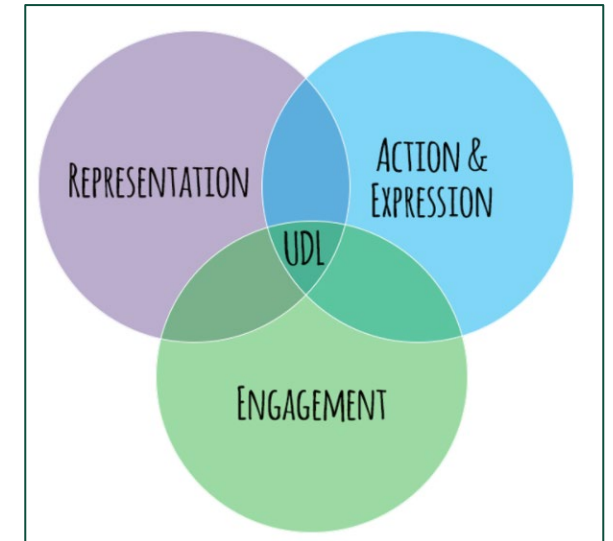- Generate new knowledge across the group

TPACK Plus
The Foundation of It All

SETTT
SPECIAL EDUCATOR TECHNOLOGY-BASED
TRAINING OF TRAINERS

TPACK+ Definition

from tpack.org

from csaedu.com

Content Knowledge

- Deep knowledge about subject matter content

- Understanding differences in subject matter for different grade levels

- How content builds in K-12

- How content areas are related to one another

Pedogogical Knowledge

- Understanding how students learn

- Applying that knowledge to design impactful instruction
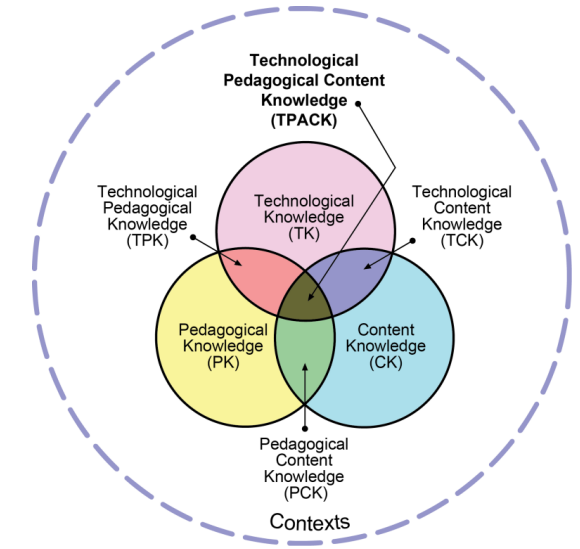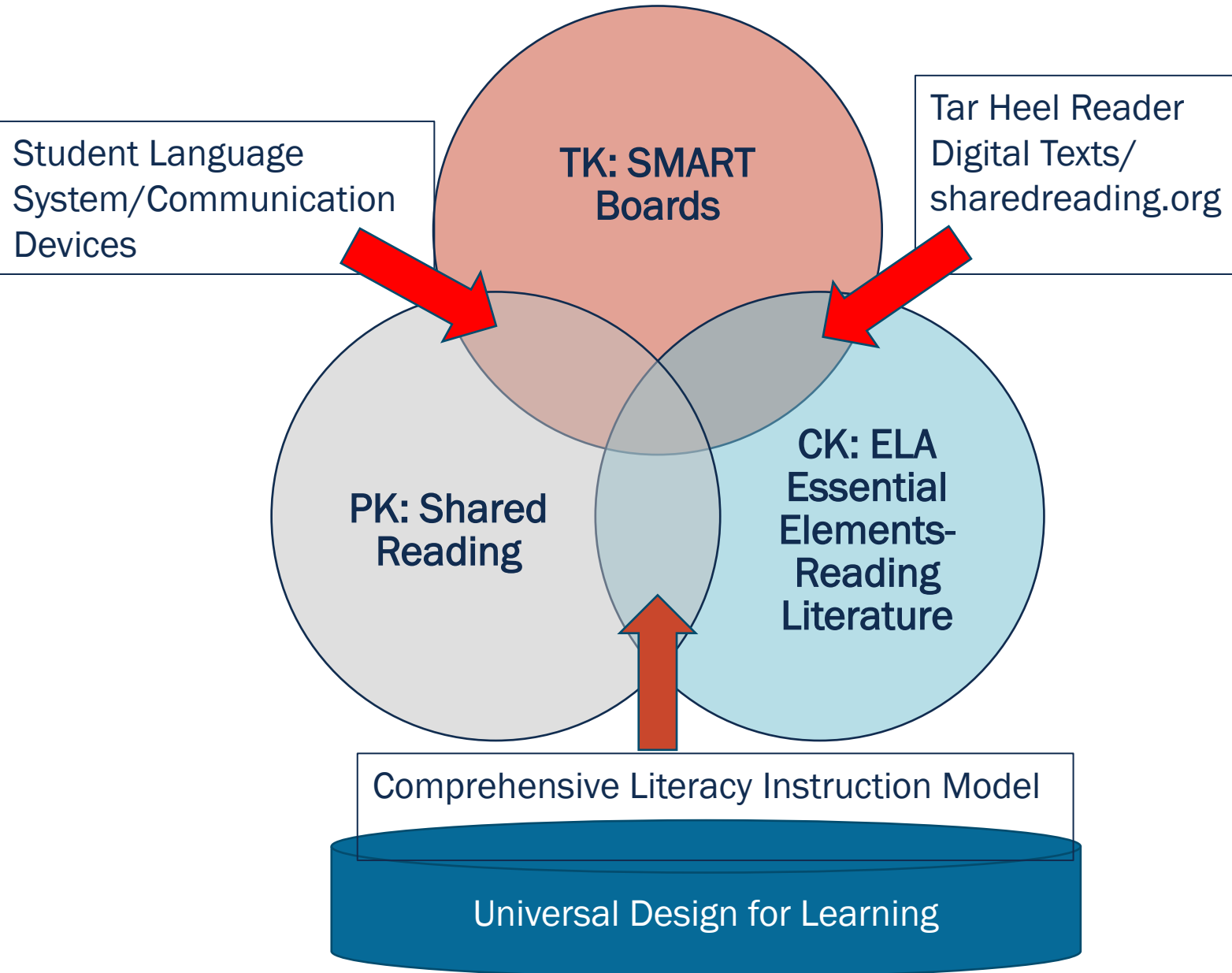
Council for Exceptional Children

Technological Knowledge
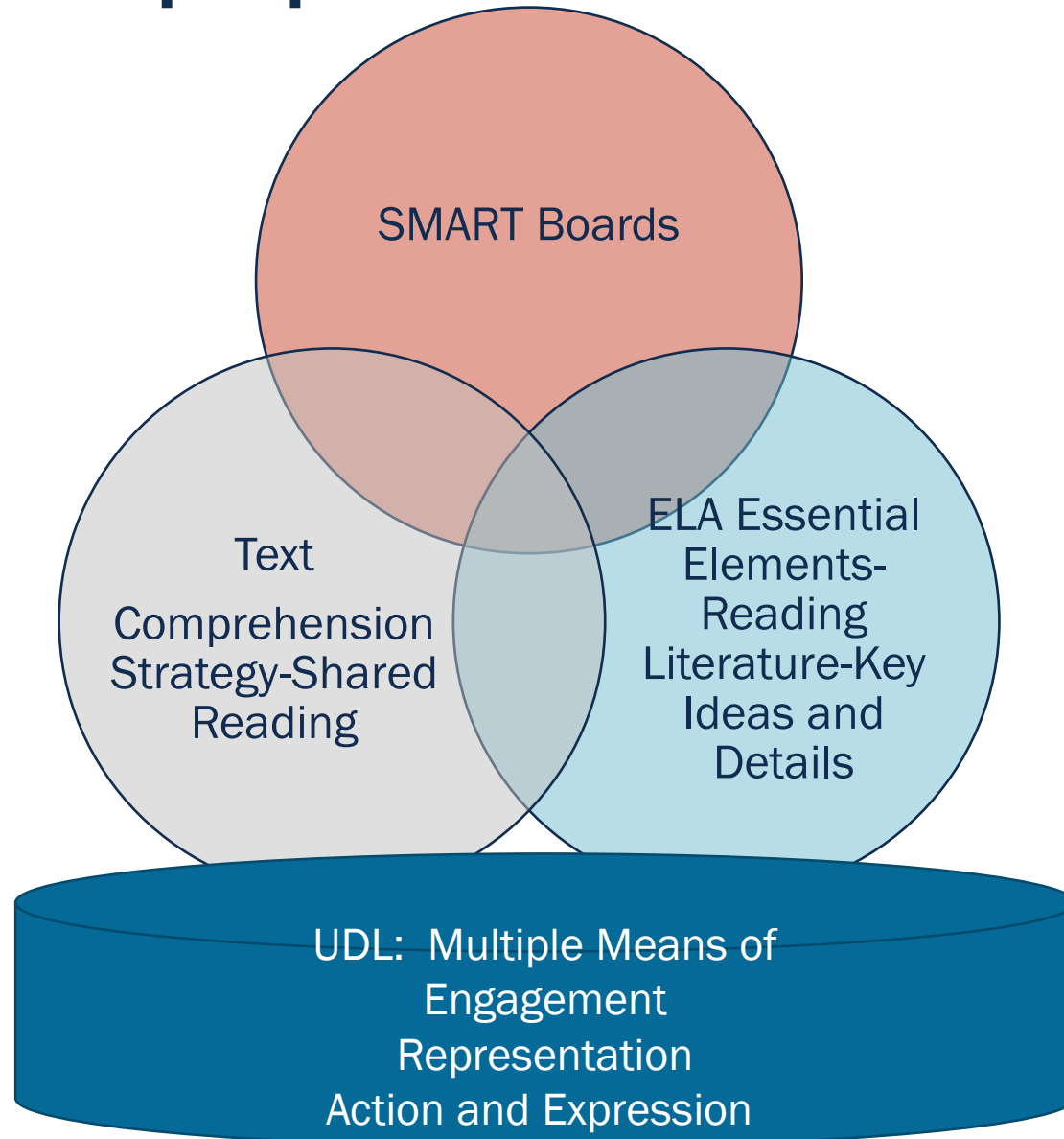
Ability to learn and adapt technology tools and resources

Source: "Smartboard in action" by CaseyLessard – Under Creative Commons license

Technological Pedagogical Content Knowledge "Plus"

Student Language System/Communication Devices

TK: SMART Boards

Tar Heel Reader Digital Texts/ sharedreading.org

PK: Shared Reading

CK: ELA Essential Elements- Reading Literature

Comprehensive Literacy Instruction Model

Universal Design for Learning

Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Knowledge (TPK)

Technological Knowledge (TK)

Technological Content Knowledge (TCK)

Pedagogical Knowledge (PK)

Content Knowledge (CK)

Pedagogical Content Knowledge (PCK)

Contexts

SETTT FOR SUCCESS

What do *trainers* need to know to prepare teachers for improving instruction?

SMART Boards

Text Comprehension Strategy-Shared Reading

ELA Essential Elements-Reading Literature-Key Ideas and Details

UDL: Multiple Means of
Engagement
Representation
Action and Expression

What a trainer needs to know to design an online training for teachers of students with significant cognitive disabilities (SWSCD) in the content area of literacy.

SETTT FOR SUCCESS

Learner Needs Use the ideas you generated prior to the meeting for the Happy Valley vignette.

Technological Knowledge - TK
Knowledge of various technologies

- knowledge of tech assists avaialble
- knowledge of how to use tech assists

Content Knowledge - CK
Subject matter knowledge

- connect EEs and Com. Core
- Knowledge of DLM
- Knowledge of DLM
- Expectations

Purpose:
What would learners need to know to design successful PD in Happy Valley?

Technological Content Knowledge - TCK
Representation of content using technology

- knowledge of tech assists to support teachers
- Consistency of programs to encourage mastery for teachers

Pedagogical Knowledge - PK
Knowledge of methods and processes of teaching

- methods to determine common understanding of the material
- multi-sensory approach when teaching a standards-based lesson
- Knowledge of DLM data and instructionally embedded assessments
- remove evaluative elements to relationships
- culturally responsive training and materials
- knowledge of student population
- identify differing classroom environments
- How to include teachers and adapt for PD
- Expectations

Technological Pedagogical Knowledge - TPK
Knowledge of how various technologies support teaching

- ways or opportunities to communicate - visual/comm devices.
- Various modes of communication (low tech-objects)
- methods of communication - *interpreted by teachers and encouraged by trainers.
- Training for teachers in adaptive communication
- inventory of available resources

Pedagogical Content Knowledge - PCK
Teaching practices for different content areas

- content focused instruction (includes speech/language, etc)
- Various modes of communication (low tech-objects, sign, sensory)
- implementation issues - provide teachers with opportunities to collaborate with directed topics/concepts

**Technological Pedagogical Content Knowledge - TPACK**
Knowledge needed to integrate technology into any content area

- years of experience of teachers
- aware of hurdles/str uggles/exp eriences
- Create community of practice
- include classroom support personnel so that common understanding is met
- How to involve typical peers to support students
- Expectations
- implementation issues - provide teachers with opportunities to collaborate with directed topics/concepts
- Using technology to videotape lessons
- Students who aren't verbal to participate in lessons and group projects using comm. devices (may need to gather materials)
- Knowing when technology gets in the way

TPACK+ / UDL:
Knowledge of Universal Design for Learing - Multiple means of engagement, representation, and action and expression

Council for Exceptional Children
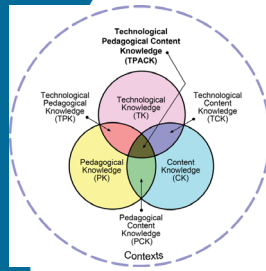
What ELA and/or teaching ideas did you focus on from the resources Sue found?

- Least dangerous assumption = assumed competence (PK)

- Judgements effect every decision we make in instruction (PK)
  - Different levels and types of learning even within students with significant cognitive disabilities population
  - Knowledge of students changes and gets added to every year

- More knowledgeable other... peer and social interaction piece, and classroom community (TPACK)

- Understanding the potential for individual students (PK or PCK)

- Repetition with variety (creativity, innovation from the teacher in planning for instruction) (PCK)

- Engaging older students video – age-appropriate materials, with visuals and music and sounds that they like, which can be a challenge (TCK or TK or TPACK)
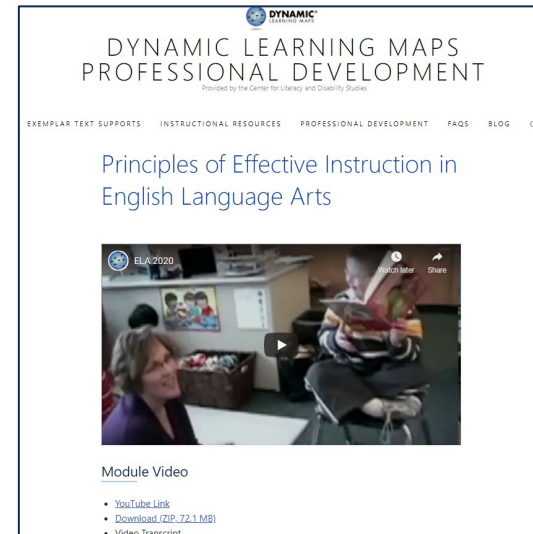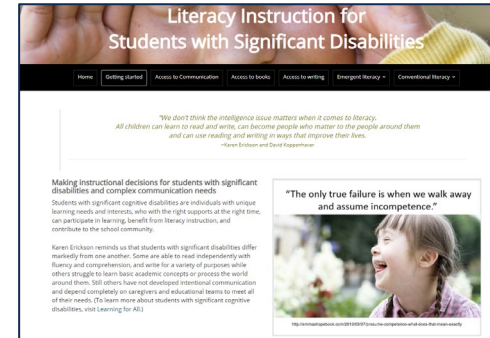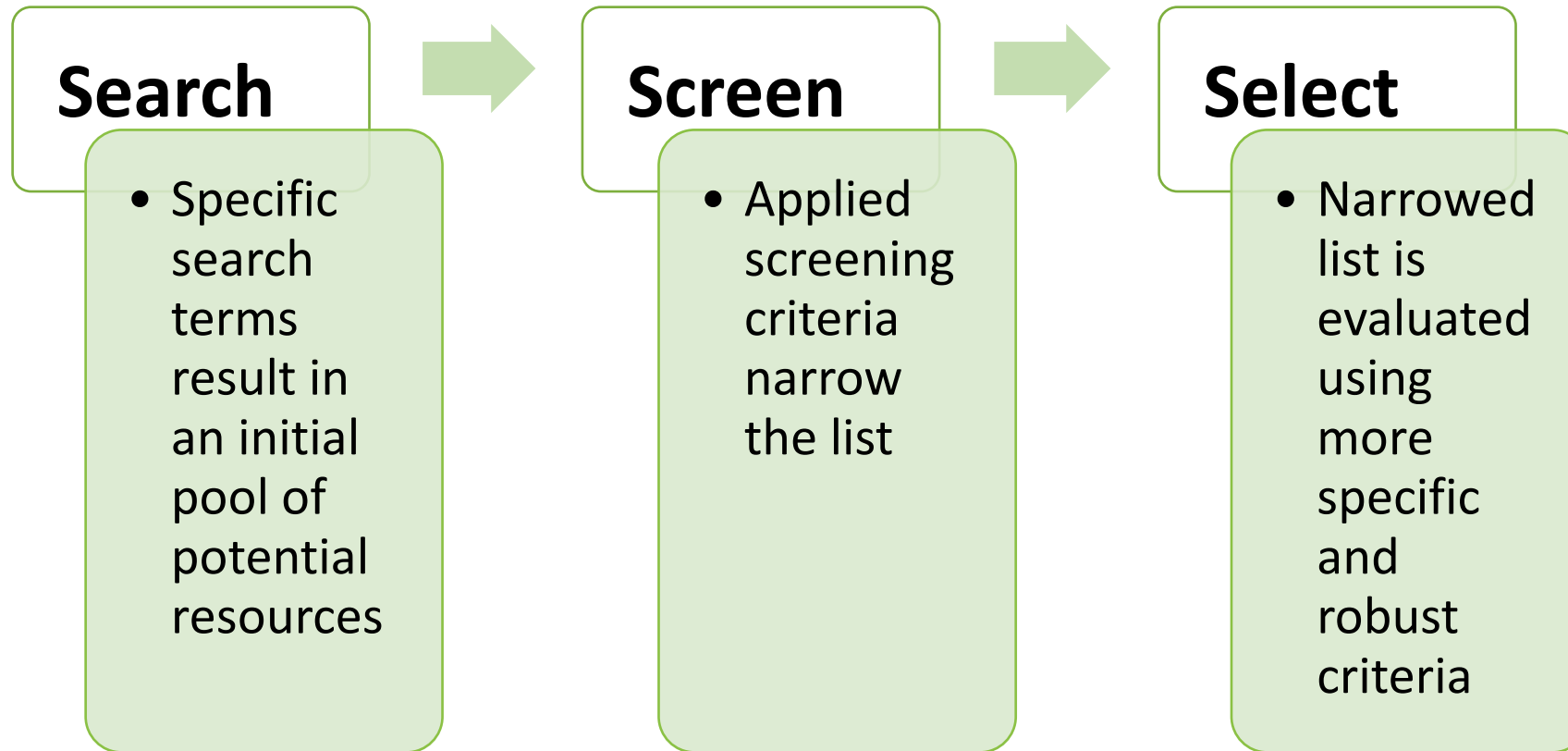
Resource Collection
Finding Relevant and High Quality
Open Educational Resources

SETTT
SPECIAL EDUCATOR TECHNOLOGY-BASED
TRAINING OF TRAINERS

Finding Quality Online Trainer Resources

Search

- Specific search terms result in an initial pool of potential resources

Screen

- Applied screening criteria narrow the list

Select

- Narrowed list is evaluated using more specific and robust criteria

Adapted Resource Evaluation Tool

2. Complete Criteria Ratings

A. CONTENT

	Yes	No	N/A or cannot evaluate	Comments
Degree of Alignment to Content Standards •Does the resource provide information showing alignment to national content or learning standards? •Does the resource provide performance expectations for learners? •Is standards-aligned academic instruction at the core for learning expectations?				
Quality of Explanation of the Subject Matter ● Is the information curated, chunked, or scaffolded in ways that enhance understanding? ● Is the purpose, goal, and expected outcome clearly communicated?				
Opportunities for Deeper Learning •Does the resource engage learners in deeper learning approaches, such as communicating their thinking appropriately, collaborating with others, using models? •Are student/teacher scenarios and examples representative of realistic learning challenges?				
Learning goals are academic and appropriate for the intended learners.				

Council for Exceptional Children

Next Steps
Looking Ahead

Project Timeline

Years 1- 2: Development Sites

- Rhode Island districts collaborate to co-develop platform, resources, and professional learning model
- Two more development sites added in Year 2

Year 5: Dissemination Sites

- Ten additional sites will adopt and use SETTT, supported by the ongoing community of practice

2023–2024

2021–2022

2025

Years 3 – 4: Pilot Sites

- Four additional sites will use SETTT resources, participate in professional learning, and design and deliver teacher training

Refer to the handout provided for this session for more information and for a link to a sample trainer learner module developed during the first year of the SETTT project!
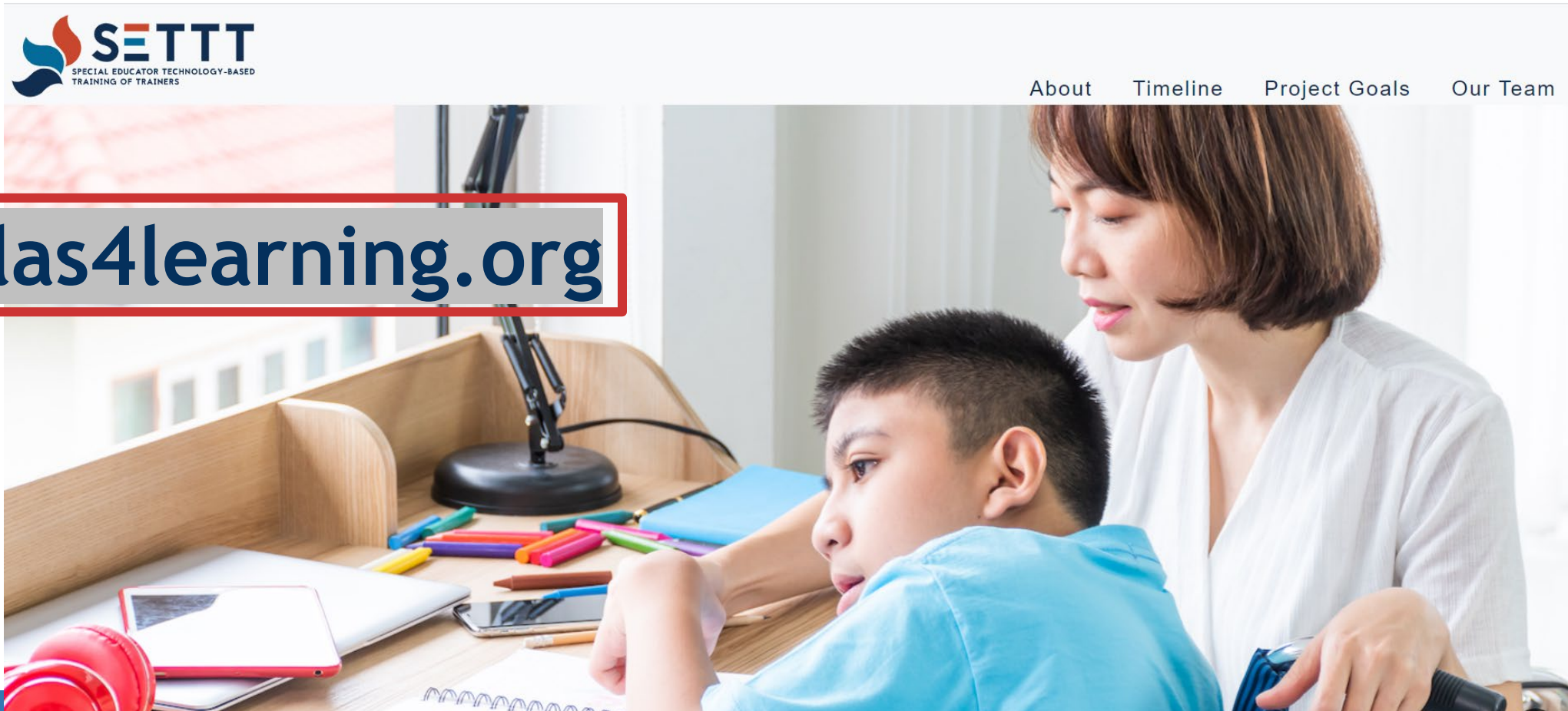
Or copy/click on the link below:

https://rise.articulate.com/share/i2-aXmuXjBpxqQCtjxzdKJYrujGGy2PG#/lessons/SCxiGZZCj0FJqlWC-xUzKEPvMacd9pPc

Thank you for attending our session!

Please visit the SETTT informational website for more information about the project!

Settt.atlas4learning.org